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One thing was especially noticeable in this lesson. Each child was alert to get the result of the number work in order to make the jelly, and with this immediate end in view he grasped this difficult problem far more quickly than he had solved easier ones without the same incentive.

LESSON V.

A writing lesson in the class-room was given in which the children wrote the rule for the jelly in their cookbook, from memory.

LESSON VI.

The serving of the jelly as part of a luncheon given to invited guests.

SPEECH, ORAL READING, AND DRAMATIC ART.

MARTHA FLEMING.

AS OUTLINED last month, the pedagogic class took up the study of Washington and Lincoln with the intention of arranging the results into a form suitable for presentation on a program.

After the general discussion in the class we made a list of topics for special study. Each member selected the topic on which she thought she could write best, and presented her paper to the whole class for criticism and suggestions. Next we decided to rewrite these papers and embody their substance in language adapted to public speaking, and so simple and dramatic that it would be easily understood by the children. Three minutes was the time allowed for the delivery of each speech, and every effort was made to reduce the time to two minutes. The work required a thorough knowledge of the history, and included practice in oratorical writing, in writing for children, and drill in delivery.

Below is an account of the work from the standpoint of one of the students:

The Gettysburg address was one selection of literature given to the class for oral expression. In order to read it with any meaning, some appreciation of the times and conditions which had given rise to it was necessary, but I confess to a most perfunctory interest in the whole subject at first.

When the subjects for the class work were selected, I chose to write and speak of the Emancipation Proclamation, because it seemed to me the great act of Lincoln's life. I believed I could write best on what I felt most deeply.

Later on the suggestion was made that, as these subjects were to be given

in morning exercise, where the entire school assembles, they be written in such a way that they would interest the children and give them some idea of the influence of these events on present conditions. The class seemed to consider the Lincoln-Douglas debates and the Emancipation Proclamation the most difficult to treat in this way. There was a great diversity of opinion. I believed that the story of the Emancipation Proclamation could be told so that it would not only interest, but thrill the children of the third grade, where I was working. I decided to try it. From this time on I had the keenest interest and pleasure in it. To tell this story to people who knew all about it did not seem a dangerous excitement; but to tell it to children was a delight and a joy.

The children of the third grade had studied the boyhood of Lincoln and had some realization of the hardships and poverty of his early life. They now listened with interest to incidents of his young manhood and the story of his election to the presidency. Then I told them how the union was formed, and what the constitution is. The school was suggested as an example of a united government, the various rooms representing the states, and the united school, of which Colonel Parker is president, the union. I told about the territories and their government. The work that this grade had done on the westward migration was a great help to them in understanding about the territories.

The story followed the increasing disagreements between the North and South, especially on the subject of slavery, the withdrawal of some of the southern states from the union, and the resulting war. Then came the story of the freeing of the slaves as a war measure to save the union.

In preparation, I read Lowell's essay and Ingersoll's oration on Lincoln; parts of Arnold's *Life of Lincoln*, *The Story of Lincoln for Children*, *Four Great Americans*, and *The True Story of Lincoln*. I read all I could find of Lincoln's own words—the two inaugural addresses, the last public address, the Gettysburg speech, letters to friends, public and private, and the Emancipation Proclamation.

When I thought I was about ready to tell the story, I found that in order to make it simple enough for the children I had to understand better just what the constitution does say on the subject of slavery, and to this end I studied every word of the constitution. Then I concluded that I must have a more definite knowledge of the events of the war in order to see just how the emancipation of the negroes was a war measure. I now read with an awakened interest the events preceding and following the war.

In writing the account of the Emancipation Proclamation for the pedagogic class, I might have concealed my ignorance by the use of terms such as "states," "territories," "constitution," "amendment," "fugitive slaves," "secession," "contraband," "emancipation." But with children there is no refuge behind terms.

All these facts associated with Lincoln I had heard many times before; indeed, so many times that they had lost meaning for me. Coming to them, however, in a new attitude, and for a definite purpose, they were of absorbing interest; Lincoln became to me a living personality.

After the telling of the story to the third grade came the work of preparing something for the general exercises on Lincoln's birthday, adapted to the entire school, grades and pedagogic classes. The following, the result of many writings and rewritings, occupied two minutes on the program,

THE EMANCIPATION PROCLAMATION.

All eyes were now turned toward President Lincoln. The question was: What would he do about these slaves, and about these states which had said they would no longer be a part of the United States? He himself believed it was wrong for one man to be owned by another man. But he believed that the constitution which the states had made, and to which they had all agreed, gave the states the right to decide for themselves whether they would have slaves or not. What he would like to do was one thing, what he believed he had a right to do as president was another. He believed that a state was not out of the union simply because it said that it was out of the union. He believed that the constitution gave no state the right to secede from the union.

People in the different states disagreed so over these questions that there seemed but one way to settle it. Some people would rather make war than have the union; others would rather take war than give up the union. And war it was.

The constitution of the United States makes the president in time of war the commander-in-chief of the army and navy. There are certain things which people have accepted as right and lawful in times of war. They are called war measures. One law of war is that an army may take from the enemy any property which is a help in carrying on the war.

The people in the North said, if the people in the South owned their slaves, then their slaves were property, and were a help to them in carrying on the war against the union.

President Lincoln said that, as commander-in-chief, he had the right, as a war measure, to take their slaves away from them. Many people urged him to do this, and blamed him because he did not do it. Just as many urged him not to do it, and would have blamed him if he had done it. He said to both sides that his object was to save the union and to save it the quickest way, and when he was convinced that freeing the slaves would stop the war and save the union, he would say the word that would make them free.

He thought it over for many months, and then decided what he would do. He sent out word that if in three months there should still be any states in rebellion against the United States, all persons held as slaves in those states should be then, thenceforward, and forever free.

The three months passed. The seceded states were still at war. It was

New Year's day, 1863—the greatest New Year's day the United States had ever seen, for on that day Abraham Lincoln made free nearly four million slaves.

This New Year's notice of freedom is called the Emancipation Proclamation.—*Maud M. Green*, second-year pedagogic class.

PHYSICAL TRAINING.

SCHOOLROOM HYGIENE.

CAROLINE CRAWFORD.

FOLLOWING the structure of the body and the mechanics of its action, studied by the pedagogic students last month, the subjects for March will be:

1. The normal size for age and sex (the January number contains, on p. 370, American tables for height and weight): (*a*) study of the measurements of various parts of the body, and the relation of the different parts to each other; (*b*) laws of growth and development; (*c*) study of individual children in comparison with the normal type; (*d*) effect of systematic exercise upon the child; (*e*) means of testing increase in size and strength; (*f*) effect of modifications in daily dietary of child; (*g*) effect of changes in the physical environment upon the child's development.

2. Application of the laws of growth: (*a*) character and amount of the child's daily activity; (*b*) length of various work periods; (*c*) form of activity for recuperation of the body-force; (*d*) character of the fatigue signs; (*e*) effect of fatigue upon mental activity; upon physical activity.

3. Sight and hearing: (*a*) tests of sight; (*b*) tests of hearing.

4. The physical environment of the child: (*a*) the adjustment of the seat; (*b*) the temperature and ventilation of the room occupied; (*c*) the amount and source of the light in the room; (*d*) the cleanliness of the room; (*e*) the character of the materials used while at work.

SPORTS, GAMES, AND PLAYS.

CARL J. KROH.

RUNNING THE GAUNTLET.

Four to eight boys are formed in a semi-circle, eight or ten feet distant from two rows of boys standing at right angles to the center of the semi-circle. The two rows are four feet apart, the distance between the players in the rows being regulated by the number of players participating in the game. The leader of the game throws a basket-ball upward midway between the semi-circle and the rows, calling out a number of one of the boys in the